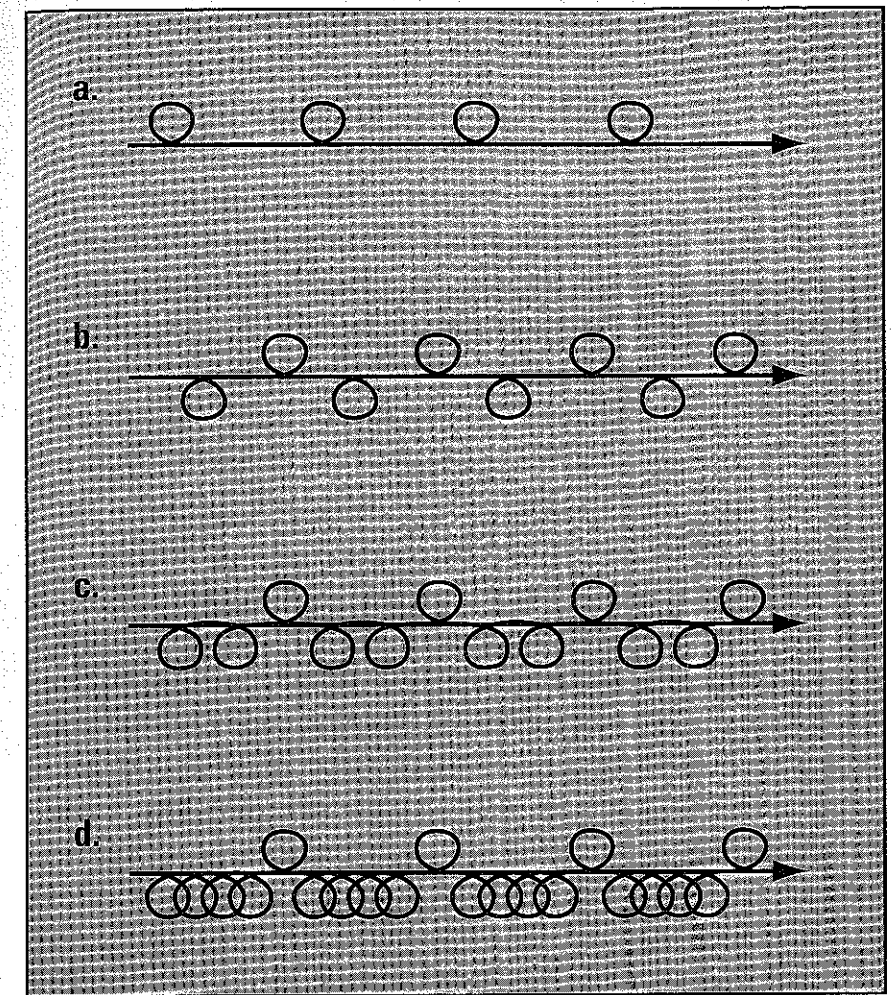


feedback. Over the course of a week, he or she manages to give every student specific, descriptive feedback four times (see Figure 2a).

Now imagine the teacher has involved students in co-constructing criteria. Before asking students to turn in their work for feedback, she asks students to self-assess using co-constructed criteria (give themselves feedback). Without the teacher working any harder, the students receive twice the amount of feedback to feed their learning forward (see Figure 2b). Now imagine the classroom is a place where everyone understands quality because they have set criteria and have been using the language of the criteria to describe and assess their work in progress. This time the teacher asks students to give their work to someone else to assess using the criteria. Their job is to review another student's work and find evidence of two things that meet the criteria, and select one thing from the criteria that needs to be improved (see Figure 2c). Next, students are asked to apply the feedback they have received, self-assess, and give themselves specific, descriptive feedback. The teacher then receives the work, and gives the students specific, descriptive feedback that also feeds the learning forward. Again, students are receiving more feedback without the teacher working any harder. Rather, the teacher is working differently. And what about the classroom where every student has access to email and the Internet (see Figure 2d)? Could students send their work to other people in other places and get even more feedback to feed-forward the learning? Absolutely! Research shows students seek feedback when it is easily available and when their work can be improved (Davies, 2004, in press).

The second research cornerstone shows us that the learning brain needs continuous feedback. In the example in Figure 2a–d, students have received at least triple the amount of feedback to feed-forward their learning because the teacher has engaged students as partners in the classroom assessment process. When teachers are the only source of quality feedback in the classroom, students will receive



**Figure 2a–d: Multiplying Feedback**  
(Special thanks to Doug Snow for his assistance with this figure.)

less specific, descriptive feedback. As a result, they are likely to learn less. Students can learn to give powerful and effective feedback to themselves and others. They do this by examining their work in relation to the co-constructed criteria, specifically determining whether or not they have met the quality expectations and clarifying how they can improve their work even further.